When, where, how?: answers

Practised: spotting fronted adverbials (sentence openers) that tell when, where or how (Year 4 grammar).

Page 1 · Warm up

Before breakfast: **when** · Under the table: **where** · Very quietly: **how**

Page 2 · Opener hunt

Answers will vary. Each opener should be at the start and tell when, where or how.

Page 2 · A. Underline

1. At the station · 2. Every morning · 3. **none** (The old train says what) · 4. With a loud whistle · 5. **none** (the adverbial "in the field" is at the end)

Page 3 · B. Sort

When: Later that day, On Saturday
Where: Behind the seats, Across the bridge
How: Carefully, With a big smile

Page 3 · C. Write an opener

Answers will vary, e.g. **At ten o'clock** (when) · **Under the seat** (where) · **Slowly** (how)

Page 3 · D. Your sentence

Answers will vary, e.g. **Early in the morning, we packed the car.**

Challenge: No. **The sleepy guard** tells us **who** the sentence is about, not when, where or how. Being at the front isn't enough: a fronted adverbial must tell when, where or how, like **At midnight,** the sleepy guard yawned.

Watch out for

- **Openers that name someone** ("The old train", "Mia"). Ask, "Does it tell when, where or how?"
- **Adverbials at the end** ("We waved in the field"). It's only fronted if it comes first.
- **Mixing up when, where and how.** Turn it into a question: "When did it happen? Where? How?"

Going further (5 minutes, no paper)

- **Opener ping-pong:** say "when", "where" or "how"; your child says an opener of that kind.
- **Front it:** say "We had pizza after the film." Your child moves the adverbial to the front.
- **In the game:** Chapter 2, Commas after fronted adverbials.